



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Gainesville High School
1900 NW 13TH ST
Gainesville, FL 32609
352-955-6707
<http://www.sbac.edu/pages/acps>

School Demographics

School Type

High School

Title I

No

Free and Reduced Lunch Rate

42%

Alternative/ESE Center

No

Charter School

No

Minority Rate

53%

School Grades History

2013-14

A

2012-13

A

2011-12

A

2010-11

B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Gainesville High School

Principal

David Shelnut

School Advisory Council chair

Janine Plavac

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Darin Jones	Assistant Principal
Michael Testa	Assistant Principal
Mike DeLucas	Assistant Principal

District-Level Information

District

Alachua

Superintendent

Dr. W. Daniel Boyd, Jr.

Date of school board approval of SIP

11/5/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

David Shelnut (Principal)
 Janine Plavac (Teacher) School Advisory Council Chair
 Terri Slattery (Teacher)
 Dyonne McGraw (Parent)
 Katie Rohan (Career Service)
 Venisha Buchanon (Community Member)
 Mark Rush (Community Member)
 Mara Pino (Student)
 Kathy Robinson (Parent)
 Julio Sarmiento (Parent)
 Tony Jones (Community Member)
 Keith Watts (Teacher)

Involvement of the SAC in the development of the SIP

The SAC was instrumental in the development of the school improvement plan. Mr. Shelnett, Principal of Gainesville High School, met with the SAC to explain our academic/standardized test data for the 2012-2013 school year and develop goals to improve our graduation rate, academic and standardize testing data while pushing our lowest quartile students towards their fullest potential. The SAC committee will also assist the principal in developing ideas to overcome barriers which are preventing Gainesville High School from achieving our school goals.

Activities of the SAC for the upcoming school year

The SAC will meet on a monthly basis to assist in the preparation and evaluation of the results of the school improvement plan and to assist the principal with the annual school budget.

Projected use of school improvement funds, including the amount allocated to each project

After School Tutoring (\$18,000)

-One hour of after school tutoring is offered to students. We have four teachers working during each session.

Drop out prevention (Suspension Reduction-Saturday School) (\$2000)

-Students are offered Saturday School in lieu of an Out of School suspension. We have one teacher during each session.

Algebra I EOC/Geometry EOC Tutoring (\$6,000)

-Students are offered EOC tutoring eight weeks prior to the EOC test. We have one teacher during each session.

Drop out prevention (CROP Program During School) (\$14,000)

-We offer an in school CROP class for students who are credit deficient. We use one teacher for each subject area. Subject areas include math, science, social studies and English.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

David Shelnutt		
Principal	Years as Administrator: 9	Years at Current School: 2
Credentials	B.A., History, University of Florida; M. Ed., Social Studies Education, University of Florida; Ed. S., Educational Leadership, University of Florida. Certified in Social Studies Education and Educational Administration.	
Performance Record	2007-2008: School Grade: A; AYP not met. 2008-2009: School Grade: B; AYP not met. 2009-2010: School Grade: A; AYP not met. 2010-2011: School Grade: A; AYP not met. 2011-2012: School Grade: A; AYP not met.	
Darin Jones		
Asst Principal	Years as Administrator: 5	Years at Current School: 3
Credentials	B,A,. Sports Administration, St. Thomas University; M.S., Exceptional Student Education, Nova Southeastern University; Educational Leadership Certification, University of Florida. Certified in Varying Exceptionalities and Educational Leadership.	
Performance Record	2007-2008: School Grade: A; AYP not met. 2008-2009: School Grade: C; AYP not met. 2009-2010: School Grade: A; AYP not met. 2010-2011: School Grade: B; AYP not met. 2011-2012: School Grade: A; AYP not met.	
Michael Angelo Testa Jr.		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	B.A., History, University of Florida, M.S., Secondary Social Studies Education, University of Florida, Ed. S., Educational Leadership, University of Florida.	
Performance Record	2007-2008: School Grade: A, AYP not met. 2008-2009: School Grade: B, AYP not met. 2009-2010: School Grade: A, AYP not met. 2010-2011: School Grade: A, AYP not met. 2011-2012: School Grade: A, AYP not met.	

Mike DeLucas		
Asst Principal	Years as Administrator: 13	Years at Current School: 1
Credentials	B.S., Exercise and Sports Science, University of Florida; M. Ed., Educational Leadership, University of Florida.	
Performance Record	2007-2009: School Grade: C, AYP not met. 2008-2009: School Grade: C, AYP not met. 2009-2010: School Grade: D, AYP not met. 2010-2011: Mr. DeLucas worked for Florida Virtual School as an administrator. 2011-2012: Mr. DeLucas worked for Florida Virtual School as an administrator.	

Instructional Coaches

# of instructional coaches	2
# receiving effective rating or higher (not entered because basis is < 10)	
Instructional Coach Information:	

Tami Smith		
Part-time / District-based	Years as Coach: 3	Years at Current School: 3
Areas	Other	
Credentials	Degrees: B.A., English; M.S., English Education; Ph.D., Curriculum and Instruction. Certifications: Elementary Education; Reading; ESOL.	
Performance Record	2007-2008: School Grade: A; AYP not met. 2008-2009: School Grade: A; AYP not met. 2009-2010: School Grade: A; AYP not met. 2010-2011: School Grade: B; AYP not met. 2011-2012: School Grade: B; AYP not met.	

Pam Osteen		
Part-time / District-based	Years as Coach: 8	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	B,A.; English; M.S.; Reading; Ph.D.; Curriculum and Instruction; Certifications: Reading; English 6-12.	
Performance Record	2007-2008: School Grade: A; AYP not met. 2008-2009: School Grade: A; AYP not met. 2009-2010: School Grade: D; AYP not met. 2010-2011: School Grade: B; AYP not met. 2011-2012: School Grade: B; AYP not met.	
Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers	98
# receiving effective rating or higher	97, 99%
# Highly Qualified Teachers	100%
# certified in-field	98, 100%
# ESOL endorsed	10, 10%
# reading endorsed	9, 9%
# with advanced degrees	53, 54%
# National Board Certified	4, 4%
# first-year teachers	5, 5%
# with 1-5 years of experience	16, 16%
# with 6-14 years of experience	30, 31%

with 15 or more years of experience

47, 48%

Education Paraprofessionals**# of paraprofessionals**

18

Highly Qualified

18, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

25

receiving effective rating or higher

25, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Administrators meet once a week to discuss anticipated vacancies or teachers in need of additional professional development opportunities. Administrators consistently conduct classroom walk-throughs to identify teachers who need help in maintaining classroom structure or delivering effective classroom instruction. We do our best to only hire highly qualified certified-in-field teachers. At Gainesville High School we try our best to schedule our lowest quartile students into classes with teachers who have 5 or more years of experience which reduces the stress level of teachers who have less than five years of experience. The Gainesville High School Administrative team is responsible in this area.

Gainesville High School participates in the job fair for teachers which is organized by the district each year in the spring. Mr. David Shelnut (Principthal) is responsible in this area.

Gainesville High School, in cooperation with the College Board Partnership, provides opportunities for teachers to attend Advanced Placement Summer Institutes in order to become qualified to teach Advanced Placement Courses. The Gainesville High School Administrators are responsible in this area.

The school district pays the testing fees for teachers who pass state certification exams in high demand academic areas. Specific teachers are encouraged to take the tests if they are identified as being capable of teaching in those areas. Mr. David Shelnut (Principal) and Everett Caudle (Director of Project Development) are responsible in this area.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The Alachua County School District assigns a mentor coach to each first year teacher. Mike Scott is assigned as a mentor coach to the first year teachers at Gainesville High School. Mr. Scott consistently meets with these teachers to observe and provide feedback, modeling, assistance with their Professional Development Plan and assistance with lesson plans. Mr. Testa (assistant principal) also meets with these teachers on a monthly basis to provide support in classroom management.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The leadership team will meet on a monthly basis to monitor the effectiveness of the MTSS and RtI programs. Core instruction is reviewed by the leadership team through standardized testing. The team will advise the Principal concerning resource allocations, teacher support systems, and small group and individual student needs if the program needs to be modified.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Mike DeLucas, Assistant Principal for Students Services: Oversees and guides the overall operation of the RtI process. He provides leadership to the team in using data for appropriate decision making. Mr. DeLucas communicates with parents and faculty regarding the RtI process.

Ethel Campbell, Staffing Specialist: Provides expertise on laws pertaining to the assessment, placement and services for existing and potential ESE students. Provides leadership in designing and implementing appropriate interventions for students encountering difficulties in their classes. Provides assistance in Tier 2 and Tier 3 interventions.

Speech Therapist, Speech Therapist: Educates team in the role language plays in curriculum, assessment and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills.

Barbara Brown, School Counselor: Provides expertise on the appropriate role of student services personnel in assessment and provision of services to students and parents. Provides or arranges for appropriate student services interventions for students.

Patty Andress, School Psychologist: Participates in the collection, analysis and interpretation of data. Helps to design and provide appropriate intervention strategies. Participates in the assessment process.

Terri Slattery, Exceptional Student Education Teacher: Collaborates and provides consultation services for regular classroom teachers. Helps design appropriate interventions for students. Incorporates core instructional strategies and curriculum into tier 3 instruction.

Kathy Bergeron, English Teacher: Provides information on core instruction and the curriculum. She also helps with assessment and data analysis. Helps provide tier 1 instruction and intervention. Assists other staff members in providing tier 2 instruction.

Carolyn Ellis, Mathematics Teacher: Provides information on core instruction and curriculum. Helps with assessment and data analysis. Helps provide tier 1 instruction and intervention. Assist other staff members in providing tier 2 instruction.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team meets once per month to review ways to use data to improve the overall performance of students in the school and to help individual students encountering difficulty in reaching their potential as students. The team will use the results of data analysis to recommend interventions to assist identified groups of students or individual students experiencing learning difficulties. The team will also advise the Principal and the School Advisory Council on school-wide interventions that might facilitate improved learning among all students. The team will also monitor the school improvement plan to make sure goals are being met.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The data sources and management systems used to access and analyze data at Gainesville High School to monitor the effectiveness of core, supplemental and intensive supports in reading, mathematics, science, writing and engagement (e.g., behavior, attendance) come from a number of sources. The district administers the on track assessment test four times a year in a number of our core classes such as math and science. The Continuous Improvement Model (CIMS) is used in the math department. Both of these test are used to measure the comprehension level of students throughout the school year. These test scores are used to modify instruction when needed. FCAT scores and other data obtained through the district's Infinite Campus database system are used to implement appropriate interventions and recommend school-wide changes to the Principal and school advisory council. The Assistant Principal for Administration closely monitors behavior and attendance through the infinite campus system.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Assistant Principal of for Student Services will provide training to staff members regarding the purpose and functioning of the MTSS team during a faculty meeting early in the fall semester. Pertinent information arising from the MTSS team meetings will be shared with the staff at subsequent faculty meetings as deemed appropriate. Pertinent data is shared with parents through the SPARR report and school improvement plan.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program**Minutes added to school year:** 2,880

Students who fail to pass the Algebra I EOC and Geometry EOC are given the opportunity to receive Algebra I EOC or Geometry EOC tutoring four weeks before the Algebra I EOC is administered during the summer. The class offers an intense Algebra I EOC and Geometry EOC review which prepares the students for the test. Students are chosen by their previous Algebra I EOC score. Students selected for the Algebra I EOC review have not passed the test and have a previous score of 370-398. A CIMS based model is used during this instruction.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected by looking at the students previous test scores and comparing those scores to the student's summer Algebra I EOC or Geometry EOC test scores. The number of students passing the summer test and the student's sub scores are used to judge the effectiveness of the Algebra I EOC and Geometry EOC review and make changes in the curriculum.

Who is responsible for monitoring implementation of this strategy?

Mike Testa, Assistant Principal for Curriculum

Strategy: Before or After School Program**Minutes added to school year:** 7,200

The Credit Retrieval Option Program (CROP) gives credit deficient students a chance to retrieve credits through a computer based system which keeps students on the progression plan towards graduation.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected concerning the number of students who are successful in completing courses and gaining credits towards graduation. The FCAT reading score of each student is evaluated to make sure each student is placed in the appropriate CROP classes.

Who is responsible for monitoring implementation of this strategy?

Mr. Mike DeLucas, Assistant Principal for Student Services.

Strategy: Before or After School Program

Minutes added to school year: 3,480

Students receive intense Algebra I EOC and Geometry EOC tutoring eight weeks before the tests are given in the spring. Student participation is voluntary however; we do have a large number of students who take part in this valuable process.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is recorded concerning the number of students attending the tutoring sessions and how many of these students pass the EOC test after the tutoring services are rendered. Student's sub scores are also used to evaluate the effectiveness of the program. This information is used to make changes in the tutoring and classroom curriculum.

Who is responsible for monitoring implementation of this strategy?

Michael Testa, Assistant Principal for Curriculum

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Janet Lake	Reading Teachers
Mary Ann Sickon	Reading Teacher
April Hogan	Media Specialist
George Palmer	Social Studies Teacher
Phillip Knight	Math Teacher
Janet Gil	Spanish Teacher
Keith Watts	Science Teacher
Dawn Bekaert	Family Home and Consumer Teacher
Janine Plavac	Academy of Health Professions Teacher

How the school-based LLT functions

The goal is for the literacy team to meet on a routine basis. The team is charged with developing and implementing activities which promote literacy on a school-wide basis. The team develops a plan each year and submits it to the principal for approval. Literacy activities requiring funding are submitted to the School Advisory Council for approval and financial support.

Major initiatives of the LLT

Develop a school-wide literacy Professional Development Plan that can be used by the entire faculty to promote literacy within the school.

Promote the use of peer observations by teachers at least once each semester. (ex. Lesson Studies)

Assist in the development of peer learning communities focused on improving professional practices and sharing best practices with teachers.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

As part of the School Improvement Plan, a committee of administrators and teachers developed a plan to assure that the district reading calendar is implemented throughout the school year. The implementation plan includes the following: The reading coach conducts periodic staff development activities with teachers to provide expertise and strategies for incorporating literacy strategies into all subject areas. Teachers receive in-service points by providing evidence that literacy strategies are used in the classroom. Walk-through classroom visits by administrators will assist in monitoring and encouraging teachers to incorporate literacy strategies into their daily instructional practices. Participation in literacy learning communities is not mandatory, but is encouraged by providing in-service points for participating teachers.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

All students are offered the opportunity to take many of our applied courses as part of their high school curriculum. Students can select from courses in hospitality and tourism, food production, business education and computer technology. The Applied Health Professions program has a selection process in which students submit applications during their 8th grade year. In the 2010-2011 school year Gainesville High School added the Institute of Hospitality and Tourism to the curriculum to provide students with additional career/technical educational choices.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

All students select a high school major and review their selection on an annual basis. Students are encouraged to take as many courses in their major as possible. Each year, counselors meet individually with all students to assist them with the selection of appropriate courses for their major and to plan their post high school future.

Strategies for improving student readiness for the public postsecondary level

The High School Feedback Report indicates a large percentage of Gainesville High School graduates are required to take remedial courses upon entering college. To reduce the number of students needing remedial courses in college, Gainesville High School has developed a systematic approach to encouraging traditionally underrepresented groups of students to take more honors and advanced placement courses. Students with the potential to succeed in advanced courses are identified through PSAT testing and teacher recommendation. Counselors meet with these students to encourage them to take appropriate college prep courses. Two critical thinking skills courses have been added to the curriculum to provide students with the skills and assistance needed to succeed in advanced college prep courses. Students not passing the PERT test are required to take remedial courses in English and Math which count towards their graduation requirements.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	53%	No	66%
American Indian				
Asian	64%	63%	No	68%
Black/African American	37%	25%	No	43%
Hispanic	58%	51%	No	62%
White	83%	75%	No	84%
English language learners	32%	6%	No	39%
Students with disabilities	38%	21%	No	45%
Economically disadvantaged	42%	30%	No	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	153	16%	50%
Students scoring at or above Achievement Level 4	343	36%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		45%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	498	59%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	124	56%	67%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	38	66%	75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	22	38%	60%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	24%	50%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	300	76%	90%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	229	54%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		65%

Area 3: Mathematics**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%	72%	Yes	70%
American Indian				
Asian	82%	93%	Yes	83%
Black/African American	58%	52%	No	62%
Hispanic	65%	64%	No	69%
White	81%	85%	Yes	83%
English language learners	68%	56%	No	71%
Students with disabilities	58%	40%	No	63%
Economically disadvantaged	63%	55%	No	67%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		65%
Students scoring at or above Level 7	[data excluded for privacy reasons]		25%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	407	68%	77%
Students in lowest 25% making learning gains (EOC)	88	64%	75%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	273	69%	85%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	127	32%	50%
Students scoring at or above Achievement Level 4	41	10%	45%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	113	33%	60%
Students scoring at or above Achievement Level 4	157	46%	50%

Area 4: Science**High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		25%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	138	34%	60%
Students scoring at or above Achievement Level 4	172	42%	50%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	19		25
Participation in STEM-related experiences provided for students	660	35%	50%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	720	39%	50%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		95%	100%
Students taking one or more advanced placement exams for STEM-related courses	650	89%	95%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	165	85%	95%
Passing rate (%) for students who take CTE-STEM industry certification exams		90%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	823	44%	58%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	556	30%	44%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		99%	100%
Students taking CTE industry certification exams	263	14%	50%
Passing rate (%) for students who take CTE industry certification exams		90%	100%
CTE program concentrators	216	100%	100%
CTE teachers holding appropriate industry certifications	7	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	8	0%	0%
Students in ninth grade with one or more absences within the first 20 days	3	0%	0%
Students in ninth grade who fail two or more courses in any subject	35	7%	1%
Students with grade point average less than 2.0	75	4%	1%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	518	28%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	269	6%	1%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	35	7%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	311	77%	90%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	250	62%	78%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	12	100%	100%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

On the 2012-2013 Parent School Climate Survey, 77% (247) of the parents responding indicated that they were directly involved in their children's education which is a 2% decrease from last year. We would like to increase parental involvement at our school. Therefore, for the 2013-2014 school year 85% of the parents responding to the school climate survey will indicate direct involvement in their children's education. We want to make sure every parent knows who to contact when they have an issue or concern at Gainesville High School. The "Parent Portal" system will be used so all parents may have daily access to their children's grades and attendance. We will encourage parents to sign up for parent portal through our school website and through direct contact with parents. At this time we have 1,087 parents signed up for the parent portal system and 1,982 parents not currently using the parent portal system. All teachers will be encouraged to use the Infinite Campus grade book so parents may access

their children's grades and attendance on a regular basis. Parents will also be encouraged to access the Engage system which will provide parents with access to teacher websites and children's classroom assignment. We will evaluate the success of our parental involvement targets by using the responses to the parental climate survey and the Infinite Campus reports.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Percentage of parents directly involved in their children's education will increase	247	77%	85%
Increase parents use of the parent portal system.	1087	54%	85%
Increase teacher use of the Infinite Campus on-line grade book.	50	49%	100%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Use best practices in literacy instruction and professional development to increase reading proficiency among level 1 and 2 ninth grade students at Gainesville High School.

Goals Detail

G1. Use best practices in literacy instruction and professional development to increase reading proficiency among level 1 and 2 ninth grade students at Gainesville High School.

Targets Supported

- All Areas
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- 1.English Language Arts District Curriculum Specialist
- 2. District Literacy Coaches
- 3.12-13 FCAT 2.0 Reading Data
- 4.FCAT Explorer
- 5.PW Impact (High School Intensive Reading Curriculum)

- 6.FAIR Data

Targeted Barriers to Achieving the Goal

- 1. Teacher understanding of the benefits of implementing a new intensive reading curriculum
- 6. Time constraints on availability to have substantive communication and collaboration among ELA I and Intensive Reading teachers

Plan to Monitor Progress Toward the Goal

To improve reading proficiency among level 1 & 2 ninth graders, we will implement job-embedded professional development targeted at the ninth grade Intensive Reading teachers and we will support further learning by creating an online community for Intensive Reading teachers to share effective strategies and lesson plans.

Person or Persons Responsible

Isa Carter, FTLP Intern and District ELA Specialist Mike Testa, APC Pam O'Steen, PW Impact Literacy Coach

Target Dates or Schedule:

December 2013

Evidence of Completion:

Data collection of individual student assessment data, cumulative review of classroom walk through data, informal and formal observations, students' nine weeks grades, teacher reflection statements and DOE data on FAIR and FCAT 2.0 will show improvement in reading proficiency.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Use best practices in literacy instruction and professional development to increase reading proficiency among level 1 and 2 ninth grade students at Gainesville High School.

G1.B1 1. Teacher understanding of the benefits of implementing a new intensive reading curriculum

G1.B1.S1 1. Implement sustained professional development on new curriculum (PW Impact).

Action Step 1

Isa Carter will have monthly meetings with IR teachers beginning in September. During these meetings, teachers will receive strategies for effective implementation of Impact lessons. In addition, Pam O'steen (district literacy coach) will provide quarterly training on such topics as Using Data to Drive Instruction, Effective Small Group Instruction, and Close Reading Strategies. Teachers will also have the opportunity to observe exemplar lessons and to participate in co-teaching. APC, Mike Testa, and Isa Carter will perform classroom visits to observe alignment with Impact curriculum. We will also monitor lesson plans for fidelity of curriculum usage.

Person or Persons Responsible

Mike Testa, Pam O'steen (Literacy Coach), Isa Carter

Target Dates or Schedule

Weekly, monthly and quarterly.

Evidence of Completion

Classroom observations and lesson plan checks.

Facilitator:

Isa Carter and Pam O'steen

Participants:

Intensive Reading Teachers

Action Step 2

To further decrease resistance to the new IR curriculum, it is important to build a culture of professionalism, collegiality, and collaboration among IR teachers. To do this, Isa Carter will create an online forum specifically for GHS IR teachers to share best practices. In addition, Isa Carter and district literacy coach, Pam O'Steen will include examples of exemplary strategies and positive moments witnessed during classroom visits. We will use website visitation data to determine effectiveness of using an online forum to create a collaborative culture.

Person or Persons Responsible

Isa Carter

Target Dates or Schedule

September through December

Evidence of Completion

Website visitation data, online participation and teacher reflections.

Facilitator:

Isa Carter

Participants:

Intensive Reading Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S1

The fidelity of implementation of the Impact Program will occur through informal observations, classroom walk-throughs, and teacher reflection.

Person or Persons Responsible

Isa Carter, Mike Testa Pam O'Steen

Target Dates or Schedule

Implementation will begin the end of September, 2013 and be ongoing.

Evidence of Completion

Evidence of completion will be full participation by Intensive Reading Teachers by November 30, 2013.

Plan to Monitor Effectiveness of G1.B1.S1

The implementation of the new Impact Reading curriculum will be monitored for effectiveness review of teacher lesson plans, class room walk-throughs, and in student assessment data of FAIR and teacher assessments.

Person or Persons Responsible

Mike Testa Pam O'Steen Isa Carter

Target Dates or Schedule

Monitoring will begin in the end of September 2013 and will be ongoing.

Evidence of Completion

Intensive Reading teachers will use effective literacy strategies within the district pacing guide for Impact. Students' scores on winter administration of FAIR will reflect improvement.

G1.B1.S4 4. Create an online community for GHS intensive reading teachers used to highlight effective instructional resources using Impact curriculum.

Action Step 1

Create online community for IR teachers Review and Monitor participation rate of teachers using the online community forum

Person or Persons Responsible

Isa Carter

Target Dates or Schedule

September –Dec.

Evidence of Completion

Website visitation data Online participation and teacher reflections

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S4

The implementation of the new Impact Reading curriculum will be monitored for effectiveness review of teacher lesson plans, class room walk-throughs, and in student assessment data of FAIR and teacher assessments.

Person or Persons Responsible

Mike Testa Pam O'Steen Isa Carter

Target Dates or Schedule

Monitoring will begin in the end of September 2013 and will be ongoing.

Evidence of Completion

Intensive Reading teachers will use effective literacy strategies within the district pacing guide for Impact. Students' scores on winter administration of FAIR will reflect improvement.

G1.B1.S6 Students will benefit from a one on one meeting with their reading teacher to discuss their progress monitoring data.

Action Step 1

Students will meet with their reading teacher three times during the year to discuss their progress monitoring data and the sub skills they need to improve.

Person or Persons Responsible

Teachers and students.

Target Dates or Schedule

September, February, and March

Evidence of Completion

Students will complete a survey which gauges their feelings on how the teacher interacts with them during these sessions.

Plan to Monitor Fidelity of Implementation of G1.B1.S6

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S6

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

All of the funds for the Title X Homeless are derived from the school district. The district has a homeless advocate who works closely with the schools to provide services to homeless students and their families. Nutrition programs are also run through our district. Our CTE programs receive a budget from the district. These district funds are used to run programs such as our Academy of Health Professions, career technical programs and Hospitality Program. Job training programs fall under our Exceptional Student Education program which are run through the district. All federal, state and local funding is used to fund these programs. Perkins funds are used to buy new equipment for these program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Use best practices in literacy instruction and professional development to increase reading proficiency among level 1 and 2 ninth grade students at Gainesville High School.

G1.B1 1. Teacher understanding of the benefits of implementing a new intensive reading curriculum

G1.B1.S1 1. Implement sustained professional development on new curriculum (PW Impact).

PD Opportunity 1

Isa Carter will have monthly meetings with IR teachers beginning in September. During these meetings, teachers will receive strategies for effective implementation of Impact lessons. In addition, Pam O'steen (district literacy coach) will provide quarterly training on such topics as Using Data to Drive Instruction, Effective Small Group Instruction, and Close Reading Strategies. Teachers will also have the opportunity to observe exemplar lessons and to participate in co-teaching. APC, Mike Testa, and Isa Carter will perform classroom visits to observe alignment with Impact curriculum. We will also monitor lesson plans for fidelity of curriculum usage.

Facilitator

Isa Carter and Pam O'steen

Participants

Intensive Reading Teachers

Target Dates or Schedule

Weekly, monthly and quarterly.

Evidence of Completion

Classroom observations and lesson plan checks.

PD Opportunity 2

To further decrease resistance to the new IR curriculum, it is important to build a culture of professionalism, collegiality, and collaboration among IR teachers. To do this, Isa Carter will create an online forum specifically for GHS IR teachers to share best practices. In addition, Isa Carter and district literacy coach, Pam O'Steen will include examples of exemplary strategies and positive moments witnessed during classroom visits. We will use website visitation data to determine effectiveness of using an online forum to create a collaborative culture.

Facilitator

Isa Carter

Participants

Intensive Reading Teachers

Target Dates or Schedule

September through December

Evidence of Completion

Website visitation data, online participation and teacher reflections.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Use best practices in literacy instruction and professional development to increase reading proficiency among level 1 and 2 ninth grade students at Gainesville High School.	\$6,500
Total		\$6,500

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Other	Total
School improvement funds.	\$6,000	\$0	\$6,000
School Improvement Funds.	\$0	\$500	\$500
Total	\$6,000	\$500	\$6,500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Use best practices in literacy instruction and professional development to increase reading proficiency among level 1 and 2 ninth grade students at Gainesville High School.

G1.B1 1. Teacher understanding of the benefits of implementing a new intensive reading curriculum

G1.B1.S1 1. Implement sustained professional development on new curriculum (PW Impact).

Action Step 1

Isa Carter will have monthly meetings with IR teachers beginning in September. During these meetings, teachers will receive strategies for effective implementation of Impact lessons. In addition, Pam O'steen (district literacy coach) will provide quarterly training on such topics as Using Data to Drive Instruction, Effective Small Group Instruction, and Close Reading Strategies. Teachers will also have the opportunity to observe exemplar lessons and to participate in co-teaching. APC, Mike Testa, and Isa Carter will perform classroom visits to observe alignment with Impact curriculum. We will also monitor lesson plans for fidelity of curriculum usage.

Resource Type

Professional Development

Resource

Substitute teachers will be needed to allow teachers to observe other teachers and co-teach. After school professional development. A stipend for teachers who participate in the professional development opportunities after school.

Funding Source

School improvement funds.

Amount Needed

\$3,000

Action Step 2

To further decrease resistance to the new IR curriculum, it is important to build a culture of professionalism, collegiality, and collaboration among IR teachers. To do this, Isa Carter will create an online forum specifically for GHS IR teachers to share best practices. In addition, Isa Carter and district literacy coach, Pam O'Steen will include examples of exemplary strategies and positive moments witnessed during classroom visits. We will use website visitation data to determine effectiveness of using an online forum to create a collaborative culture.

Resource Type

Professional Development

Resource

After school professional development to allow the teachers to learn how to navigate the online forum to create a collaborative culture.

Funding Source

School improvement funds.

Amount Needed

\$3,000

G1.B1.S6 Students will benefit from a one on one meeting with their reading teacher to discuss their progress monitoring data.

Action Step 1

Students will meet with their reading teacher three times during the year to discuss their progress monitoring data and the sub skills they need to improve.

Resource Type

Other

Resource

Payment for substitute teachers for three reading teachers for 2 days.

Funding Source

School Improvement Funds.

Amount Needed

\$500